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ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this follow-up and cost effectiveness guide provides a suggested procedure for conducting a needs assessment from the external sources of former students. This guide also suggests various uses of extant enrollment and placement data that should be available within the local institution. Also included is a cost-effectiveness computational method that may be used for relative comparison of institutional programs. The matrix included depicts the factors and indicators assessed by these sources and also includes the derivation of instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

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Local Educational Assessment Program

Guide 6
Follow-up and Cost-Analysis Guide

A Project Developed at
Athens Area Vocational Technical School
and Funded by
The State of Georgia
Department of Education

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2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Table of Contents

Student Follow-up

	Page Number
Introduction	2
Overview	3
I. Goal and Objective	4
II. Procedures for Administration	6
A. Selecting the Institutional Representative	6
B. Launching the Follow-up	6
C. Involving Staff and Faculty	6
D. Identifying Components of a Follow-up Study	6
E. Developing Cost Analysis Statistics	8
III. Procedures for Data Analysis	11
A. Tally Instructions	11
B. Composite Report	11
C. Responsibilities of Institutional Personnel	11
Data Utilization	11
Student Follow-up Flow Chart	12
List of Sample Documents	13

INTRODUCTION

This guide is one of a series of seven that have been developed to assist vocational education institutions in conducting a systemized approach to local evaluation. This particular guide may be used independently or in conjunction with all or some of the other guides in the system.

The suggested material in this guide is designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs. This guide contains four sections: (1) Goals and Objectives; (2) Procedures for Administration; (3) Procedures for Data Analysis; and (4) Model Instruments and Documents.

The first section, Goals and Objectives, defines potential outcomes of this component of local evaluation. The second section, Procedures for Administration, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section, Procedures for Data Analysis, presents a suggested method for organizing the information gained into usable data. The fourth section, Model Instruments and Documents, contains copies of instruments and documents that were developed and field tested as part of this project. Implementation of this guide has many potential outcomes beyond those given. Institutions may utilize data generated for other outcomes such as decision making and comprehensive planning.

OVERVIEW

The "Student Follow-up" guide for Project LEAP gathers data from former students and their employers concerning job placements and occupational readiness for employment. Five instruments have been developed for collecting the information with administration dates ranging from immediately after the student's separation to a five-year follow-up.

Specific guidelines for administration, sample documents and instruments, and tally forms are included.

Reproduction of tally sheets may be necessary if the tally space provided is not sufficient. Program extant data is provided on the tally sheet for "Former Student Program Evaluation."

This guide does not present a detailed model for cost analysis; however, it gives some suggestions for consideration in the development of cost analysis information.

I. GOAL AND OBJECTIVES

A. GOAL

To measure the effectiveness of the occupational programs and the institution as perceived by former students and employers of former students.

B. OBJECTIVES

The objectives of the Student Follow-up are to:

1. Provide for valid staff development activities.
2. Identify needed program improvements such as curriculum, resource materials, and equipment.
3. Determine community employment needs and trends.
4. Determine the adequacy of ancillary services such as guidance, counseling, and placement.
5. Determine realistic job tasks performed by former students.
6. Determine job placement statistics--reasons for and number of students employed and unemployed, number employed part-time, and number employed in or out of the occupational field for which they were prepared.
7. Determine for students who did enter occupational field, job retention rates, career mobility, and salaries.
8. Involve business and industrial employers and workers in the planning and operation of the occupational program.
9. Identify reasons for withdrawls from occupational programs prior to completing the prescribed course of study.
10. Identify strengths and weaknesses of the performance of graduates objectively or as compared with those trained on the job.
11. Determine number of students who plan to continue their formal education and in what areas.

12. Establish a statistical data base for student follow-up information that will allow for comparative analyses.

13. Provide a data base for comparing student training costs from year to year, from program to program, and for making budgetary plans and allocations.

II. PROCEDURES FOR ADMINISTRATION

A. SELECTING THE INSTITUTIONAL REPRESENTATIVE

Prior to the commencement of any evaluation activities, the institution should designate an Institutional Representative to be in charge of administration of this component. It is recommended that this Institutional Representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

If the institution has a job placement specialist this person will be involved in student follow-up activities. The Institutional Representative must work closely with the job placement specialist in organizing and conducting this aspect of the total evaluation.

B. LAUNCHING THE FOLLOW-UP

A good starting point might be to assess what has been done in recent years regarding student follow-up within your institution. Review what other schools have done. Review the sample documents contained in this booklet, and collect other instruments that might fit the needs of your institution. Any sample documents will need to be adapted to the needs of the particular institution.

C. INVOLVING STAFF AND FACULTY

Experience has shown that total staff and faculty involvement in a follow-up survey is most effective. It is suggested that near the beginning of the follow-up process an orientation meeting be held to get acceptance of and commitment to the follow-up. Also, launching follow-up programs in an open and receptive atmosphere will help to dispel misconceptions, avoid pitfalls, and insure a successful program. During the meeting it is important to spotlight successes and to help each person see the potential benefit.

D. IDENTIFYING COMPONENTS OF A FOLLOW-UP STUDY

1. Federal, state, and/or local legislation will dictate many approaches to a follow-up study. Therefore, it is suggested that legislative acts concerning follow-up be reviewed to ensure compliance with specified requirements. However, before a follow-up program can be conducted, decisions must be made concerning the following:

a. Preparing for the follow-up

1) Determine what you want from a follow-up study. Determine your objectives.

2) Select, modify, and adapt instruments to fit individual school needs. Appoint a faculty-administrative committee to review instruments and make recommendations. This gives input from different occupational fields, insights from others, and involves additional personnel in the project.

3) Adapt cover letters to meet specific needs.

4) Determine how each instrument will be administered--mail, telephone, or personal visit.

5) Determine what method of duplication will be used. Determine quantities needed.

6) Determine the scope of the survey, if this has not already been determined.

--Do you want to follow-up students who graduated during the last year, the last three years, or the last five years?

--Which employers will be surveyed?

--Will a random sample suffice, or do you plan total coverage? If random sampling techniques are used, determine method.

7) Prepare tentative schedules for conducting the follow-up.

8) Designate individual responsibilities if total staff and faculty involvement is to be used.

9) Obtain names, addresses and telephone numbers of those to be surveyed (including employers). This could be a total staff effort or one person could be designated to collect and organize the data. The school records office must be utilized in this task.

10) Select and prepare appropriate coding system if coding system is used instead of requesting identifying information.

b. Conducting the follow-up

1) Conduct survey--mail instruments, make telephone calls or personal visits.

2) Tally responses as returned questionnaires arrive. (Refer to tally instruments and composite reports.)

3) Make schedule for follow-up request to non-respondents. Two weeks after the requested return date a second attempt should be made to obtain a response. This can be accomplished by mailing a reminder letter (Sample Document 2) along with another instrument or by telephoning those who have not completed.

4) Mail second instruments to non-respondents or begin interviewing.

E. DEVELOPING COST ANALYSIS STATISTICS

1. Objectives

Although the fundamental purpose for evaluation is to make decisions concerning continuation, modification, or termination of occupational programs, you may wish to establish more specific criteria for conducting a cost analysis study. These criteria would differ for different institutions; however, some example purposes or objectives for consideration follow:

a. To increase the internal efficiency of a course or program

b. To provide accountability indices to those who support programs (descriptions of both costs and benefits)

c. To promote better utilization of facilities

d. To provide assistance in choosing among instructional alternatives

e. To justify resource allocation decisions

f. To determine the advisability of financing the development of a new program.

2. Scope

The scope of any cost analysis study would be determined by the needs of the individual institution. Also, availability of manpower time and resources of the institution in gathering cost data, making interpretations about the data, and utilizing the data should be considered in the scope of the study.

3. Cost Accounting Instrument

Identify the types of costs you wish to collect. Then select, develop, or modify an instrument that will accomplish this. Sample document 10 is included as a guide. Each institution will have to develop an instrument to meet its specific needs. You may wish to solicit the aid of persons with experience in accounting to help identify costs. Some specific factors to look for in an instrument are as follows:

a. They should be simple and easy to complete.

b. Plenty of space should be provided for cost data.

c. The instruments should allow for documentation or recording of all cost factors that were identified as relevant in making cost analysis or comparisons.

4. Cost Data

Each institution must identify specific cost factors pertinent to its cost analysis statistics. The developer institution chose to utilize two formulas, limited in scope, which would provide comparative figures on learner cost and on cost of completion. These formulas and cost factors are shown on sample document 12.

III. Procedures for Data Analysis

A. Tally Instructions

Once a satisfactory portion of instrument responses has been received, the results are ready for posting on the "Tally Instruments and Composite Reports." The responses may be tallied manually or a computer could be utilized for summarization.

1. If a small survey is being conducted, involving less than one hundred individuals, a hand tally of the results is probably the most efficient means of summarization. Usually this can be done by a clerical staff member.

2. However, if a much larger survey is being conducted, you may wish to use a computer to summarize your results. Of course, the availability of a computer or other data processing facilities will influence this decision.

3. After the responses have been tallied, the totals provide a composite report.

B. Composite Report

The totals of the tally instruments comprise the composite reports. These composite statistics could be transferred to a duplicated copy of the original survey instrument if the tally instruments and composite reports appear to be crowded or cluttered.

The "Tally Instruments and Composite Reports" include two classifications of data:

Data collected from follow-up instruments
Institutional Extant data (Former Student Program Evaluation)

The extant data should be available in the permanent school records, placement office, coordinators, instructors, and from other sources that maintain school records. The follow-up data will be collected as the responses are recorded. The "Tally Instrument and Composite Reports" must preserve the anonymity of individual responses and only show conglomerate statistics.

The data needed by different institutions will vary. However, the following examples are types of information that might be included in the composite report:

Follow-Up Report (From-To Date)

Extant Data:
Total Enrollment
Completions
Returning Next Quarter
Withdrawals

Data collected from Follow-up study:

Completions
Continuing Education
Employed in the field
Employed in unrelated field
Unemployed
Entered military service
Unknown
Employed in service area
Salary information
Student and Employer perceptions of occupational training programs
Students and Employers visited
Employer and Student comments and recommendations

C. RESPONSIBILITIES OF INSTITUTIONAL PERSONNEL

1. It is suggested that the Institutional Representative finalize the data into easily interpretable statistics, duplicate, and distribute copies of summaries to program instructional staff. Response summaries can be presented in the form of tallies, percentages, histograms or averages. The method most applicable to presenting and interpreting the specific data should be utilized. The report should begin with a statement of how the data was collected and for what purposes.

2. The Institutional Representative forwards the indepth data to the proper Instructional Coordinator and the Support Services Supervisor.

3. Summary conferences are conducted between the Instructional Coordinator and the staff of each of his/her programs to review and discuss the program data gathered. Also, the Support Services Supervisor and his/her staff meet in a summary conference and review the institutional data gathered.

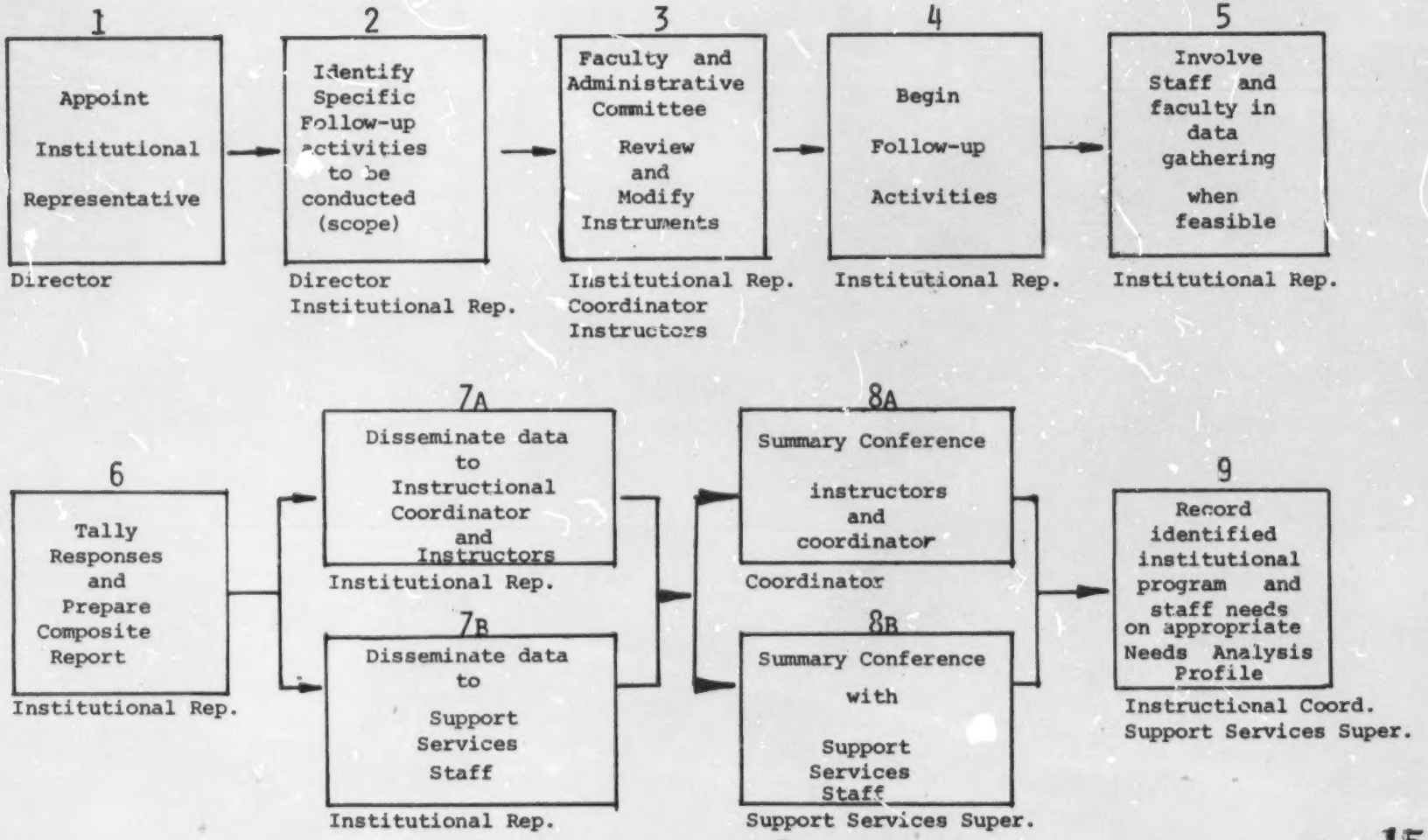
4. The Instructional Coordinator records those identified program needs on the Program Needs Analysis Profiles, and the Support Services Supervisor records those identified Institutional needs on the Institutional Needs Analysis Profiles.

Data Utilization

The primary purposes of this total evaluation model is (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the process in this manual to be meaningful, it must be utilized. It is extremely important that all concerned parties be informed of the results and the implications for improvement. It is recommended that the Introductory Manual be consulted for the model that has been developed to utilize this data for the above stated purposes.

STUDENT FOLLOW-UP

FLOW CHART



Sample Documents and Instruments

	Document Number
Sample cover letter to former students	1
Sample reminder letter to former students	2
Sample cover letter to employers of former students	3
Sample cover letter sent after three to five years	4
Student Follow-up Early Leavers Form	5
Student Follow-up Tally Instrument and Composite Report Early Leavers Form	6
Student Follow-up Program Completers Form	7
Student Follow-up Tally Instrument and Composite Report Program Completers Form	8
Student Follow-up Former Students Program Evaluation	9
Student Follow-up Tally Instrument and Composite Report Former Students Program Evaluation	10
Student Follow-up Employer Evaluation of Former Students	11
Student Follow-up Tally Instrument and Composite Report Employer Evaluation of Former Students	12
Student Follow-up Three and/or Five Years	13
Student Follow-up Tally Instrument and Composite Report Three and/or Five Years	14
Sample Cartoons to highlight questionnaires designed for specific occupational fields	15

(Sample Cover Letter to Accompany Student Follow-up Forms as follows: Early Leavers Form, Program Completers Form, and Former Student Program Evaluation)

Dear Miss Doe:

You, as a former student of *(Name of Institution)*, are one of our most valuable sources for suggestions on how to improve our occupational programs. Please help us to better serve students and the community by completing and returning the enclosed form by *(Return Date)*. A stamped, addressed envelope is enclosed for your convenience.

If you desire to sign your name, a place is provided. If you wish for your responses to be anonymous, do not complete the name and address section of the form. All information you supply will be held in confidence, and your name will never be associated with any response.

Your cooperation in this improvement effort will be appreciated.

Cordially,

John H. Smith,
Job Placement Specialist

JHS:ije

Enclosures

(Sample Letter to Accompany Second Attempts for Follow-up Forms as follows: Early Leavers Form, Program Completers Form, and Former Student Program Evaluation)

Dear Mr. Smith:

HELP! We need your evaluation of the *(Name of Program)* occupational training program at *(Name of Institution)*.

Without your perceptions, as a former student, the follow-up information will not be complete. We have been waiting to hear from you.

In case you did not receive our first letter, this second copy of the follow-up form is being sent so you will have the opportunity to let us know how you feel about the training you received.

Won't you as an alumnus of *(Name of Institution)* help us improve the occupational training for future students. Please mail your completed evaluation form today. A stamped, addressed envelope is enclosed for your convenience. Let us assure you that all responses will be held in strict confidence.

Your cooperation is needed and will be appreciated.

Cordially,

John H. Smith,
Job Placement Specialist

JHS/ije

Enclosure

(Sample Cover Letter to Accompany Follow-up--Employers Evaluation of Former Students)

Dear Mr. Doe:

Your help is requested! We are currently conducting a study to evaluate the effectiveness of the *(Name of Program)* program offered to *(Name of Institution)* students. As an employer of former students, your opinions are valuable.

A short evaluation form is enclosed, which can be completed in a very few minutes. Will you please take a few minutes to complete this form and help us in our efforts to better serve students and the community. No employer, employee, or supervisor will be identified in the results of this study, and all responses will be kept in complete confidence.

Your answers will help us to identify the strengths and weaknesses of our present occupational training programs.

You will be making a valuable contribution to the improvement of the training of future students. Please complete and return the forms by *(Return Date)*. A stamped, addressed enveloped is enclosed for your convenience.

Your cooperation will be appreciated.

Cordially,

John H. Smith,
Job Placement Specialist

JHS/ije

Enclosure

(Sample Letter to Accompany Follow-up Form--Former Student Program Evaluation Three-and/or Five-Year Follow-up)

Dear Miss Jones:

"There is no substitute for experience" is a well-known cliche. Your experience on the job could be very valuable in helping to improve and update the occupational offerings at *(Name of Institution)*. Your insight into current occupational trends and recommendations for improvement of the occupational training program offered at *(Name of Institution)* are requested.

As an alumnus of this institution, please take a few minutes and complete and return the enclosed form. Your responses are needed by *(Return Date)*.

A stamped and addressed envelope is enclosed for your convenience.

All information you supply will be held in confidence, and your name will never be associated with any response. If you desire to sign your name, a place is provided. If you wish for your response to remain anonymous, do not complete the name and address section of the form.

Your cooperation in this improvement will be appreciated.

Cordially,

John H. Smith
Job Placement Specialist

JHS/ije

Enclosure

STUDENT FOLLOW-UP

EARLY LEAVERS FORM

This form requests the following information from students who left the program before completion and their status is unknown:

a. Reason for discontinuing studies

b. Present status and employment information

c. Suggestions for improving program and institutional services

d. Future plans

It is suggested that this instrument be mailed to each student's last known address immediately upon his/her withdrawal from school.

A cover letter (Sample Document 2) accompanies this instrument.

STUDENT FOLLOW-UP

EARLY LEAVERS FORM

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Name _____

Address _____

_____

Program _____

1. Please check the reason for discontinuing your studies at Athens Tech prior to completing the prescribed course of study:

_____ Employment
_____ Home/family needs
_____ Military
_____ Financial
_____ My course of study was not suited to my interests.
_____ My course of study was not what I'd hoped it would be.
_____ Other, (specify) _____

2. Check your present employment status:

_____ Part Time _____ Full Time _____ Unemployed

3. If unemployed or employed part time, please check the reason why:

_____ Part time employment is all I desire.
_____ I do not want a job.
_____ I'm in the military service.
_____ I'm in school.
_____ I have not been able to get a job.
_____ I do not have enough training.
_____ I dislike the work for which I was trained.
_____ I can't earn enough money to make it worth working.
_____ Other, (specify) _____

4. Employer _____
Employer's address _____
_____
Position Title _____
Nature of work _____
_____

Is your job related to the instruction you received at Athens Tech?
_____ Yes _____ No

Who helped you get your job?

_____ Parent
_____ Friend
_____ Instructor
_____ Job Placement/Athens Tech
_____ State Employment Bureau
_____ Private Employment Agency
_____ Other (specify)
_____

5. Suggestions for improving instructional/occupational training.

_____
_____
_____

6. Suggestions for improving student services (Admissions, Job Placement, Counseling, etc.)

_____
_____
_____

7. Do you plan to continue your formal education?

_____ Yes _____ No

If yes, in what area? _____

Sample Document 6

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

EARLY LEAVERS FORM

The Early Leavers Form was mailed to 41 former students and returned by 27, a 66 percent response.

Program *Business Education* Year *1977*

1. Reason for discontinuing studies at Athens Tech prior to completing the prescribed course.

	Employment	Home/Family Needs	Military	Financial	Course of study not suited to my interests	Course of study not what I'd hoped it would be	Other (specify)
	𝍸 𝍸 𝍸	𝍸		𝍸	𝍸		*Transportation difficulties* 𝍸
Total	14	4		4	3		2

2. Employment Status

Part-time	Full-time	Unemployed
𝍸	𝍸 𝍸	𝍸 𝍸
Total 4	*Total* 10	*Total* 13

3. Reasons for part-time and unemployment:

	Part-time is all desired	Do not want a job	In Military Service	In School	Not able to get a job	Not enough training	Dislike the work	Can't earn enough	Other (Specify on sheet)
	//	////		/	////	//	/	//	Lack of transportation //
Total	2	4		1	4	2	1	2	2

4. Is the job related to occupational instruction received?

YES 𝍸 /// 8 Total

NO 6 Total

5. Area of Employment: (taken from employer's address)

Service Area	Northeast Georgia	In State	Out of State
𝍸 𝍸 //	//		
Total 12	Total 2	Total	Total

25

6. Who helped former student get job?

	Parent	Friend	Instructor	Job Placement Athens Tech	State Employment Bureau	Private Employment Agency	Other
	/	//	////	////	//		*Newspaper ad* /
Total	1	2	4	4	2		1

7. Former students who plan to continue their formal education:

/	*Total* 1

In what areas:
Business Education

8. Suggestions for improving instructional/occupational training:

More experience needed in handling telephone calls for the employer.

More grooming and personality development training needed.

Beginning Shorthand needs to be offered every quarter.

9. Suggestions for improving services:

Registration needs to be handled in a more efficient manner.

Students need to be better informed of financial aid available to them.

STUDENT FOLLOW-UP

PROGRAM COMPLETERS FORM

This form is mailed each quarter to students who completed (were placed on a job) the previous quarter.

The purpose of this follow-up is to gather information concerning the job, salary, and entry-level tasks of the occupational field. The student's perceptions of the instructional program and ancillary services are gathered about a year after job placement -- after the student has had sufficient experience to make valid suggestions concerning his/her readiness for employment.

Similar information is requested from students of each program. However, the forms request the following specific information pertaining to the program:

a. Present status and employment information, including salary

b. Student perceptions concerning the school including recommendations for improving the program and institution

c. Future plans

The forms are color coded by program, and have an identifying cartoon related to the specific program at the top of each (Sample Document 15).

A cover letter accompanies this instrument (Sample Document 1).

STUDENT FOLLOW-UP

PROGRAM COMPLETERS FORM

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Name _____

Address _____

_____

Program _____

1. Please check your present employment status:

   _____ Full-time _____ Part-time _____ Unemployed

   If unemployed or employed part time please check the reason why:

   _____ Part time employment is all I desire.
   _____ I'm in the military service.
   _____ I'm in school.
   _____ I have not been able to get a job.
   _____ I do not have enough training.
   _____ I dislike the work for which I was trained.
   _____ I do not want a job.
   _____ I can't earn enough money to make it worth working.
   _____ Other, (specify)_____

2. Employer _____

   Employer's address _____

   _____

   How long have you been on your present job?

   _____ Less than one month
   _____ 1 - 2 months
   _____ 2 - 3 months
   _____ 3 - 4 months
   _____ 4 - 5 months
   _____ more than 6 months

3. Is your job related to the training you recieved at Athens Tech?

   _____ Yes
   _____ No

4. Approximate weekly salary, before deductions?

   _____ under $100
   _____ $101 to $125
   _____ $126 to $150
   _____ $151 to $175
   _____ $176 to $200
   _____ $201 to $250
   _____ $251 or more

   If you were employed prior to attending Athens Tech, what was your approximate weekly salary, before deductions?

   _____ under $100
   _____ $101 to $125
   _____ $126 to $150
   _____ $151 to $175
   _____ $176 to $200
   _____ $201 to $250
   _____ $251 or more

5. As a whole, how do you feel about your experience at Athens Tech?

   _____ Like it very much
   _____ Like it pretty well
   _____ Neither like nor dislike it
   _____ Dislike it more than like it
   _____ Dislike it very much

6. Please make any comment that you feel would aid us in improving the school or the program you took.

_____
_____
_____

7. Suggestions for improving student services (Admissions, Job Placement, Counseling, etc.) at Athens Tech.

_____
_____
_____

8. Do you plan to continue your formal education?

_____ Yes _____ No

If yes, in what occupational area? _____
_____

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT
PROGRAM COMPLETERS FORM

PROGRAM *(EXAMPLE) Business Education* YEAR *1977*

The Program Completers Form was mailed to *23* former students and returned by *12*, a *52* percent response.

1. Present employment status:

Part-time	Total	Full-time	Total	Unemployed	Total
//	2	𝍸 𝍸	10		

2. Location of employment:

Service Area	Total	Northeast Georgia	Total	In State of Georgia	Total	Out of State	Total
𝍸 𝍸 /	//					/	/

3. Reasons for unemployment and part-time employment:

Part-time is all I desire	Do not want a job	In Military Service	In School	Not able to get a job	Not enough training	Dislike the work	Can't earn enough	Other (Specify on sheet)
//								
Total 2								

Sample Document 8

4. Length of time on present job:

	Less than one month	1 - 2 months	2 - 3 months	3 - 4 months	4 - 5 months	6 months or more
	//	⧸⧸⧸⧸	⧸⧸⧸⧸			
Totals	2	5	5			

5. Is job related to training received at Athens Tech?

YES	⧸⧸⧸⧸ ⧸⧸⧸⧸ /	// *Total*
NO	/	/ *Total*

6. Salary information:

Amount	under $100	$101 to $125	$126 to $150	$151 to $175	$176 to $200	$201 to $250	$251 or more
CURRENT SALARY RATE	/	⧸⧸⧸⧸ ⧸⧸⧸⧸	/				
TOTAL	/	10	/				
SALARY RATE PRIOR TO ATTENDING ATHENS TECH	/	//					
TOTAL	/	2					

7. Feelings about Athens Tech.

	Liked it very much	Liked it pretty well	Neither liked nor disliked	Disliked more than liked	Disliked it very much
	𝍸 II	IIII	I		
Total	7	4	I		

8. Former Students who plan to continue their formal education:

	I
Total	I

In what areas:
Real Estate

9. Suggestions for improvement:

More training on telephone techniques needed.

A quiet study area needed.

STUDENT FOLLOW-UP

Former Student Program Evaluation

It is suggested that the information requested on this form be obtained by an on-site visit by a school representative--the job placement and follow-up specialist or Institutional Representative. If a personal visit is not possible, the form is designed for gathering the information by mail or telephone.

This information is gathered one year after the student was employed. The student has had time to gain experience on the job and review the instructional program in light of employment needs. The instrument gathers data concerning the following:

a. Present status and employment information

b. Student perceptions and recommendations concerning the occupational training program including equipment and resource materials

c. Instructional methods

The cover letter shown (Sample Document 1) is intended for use only if the instrument is mailed.

BUSINESS EDUCATION

STUDENT FOLLOW-UP

Former Student Program Evaluation

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE A PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Name _____

Address _____

Program _____

1. Please indicate your present status.
   _____ Employed _____ Unemployed (If unemployed, skip to Number 7)
2. Employer _____
   Employer's address _____
   _____
3. Job Title _____
   Job Duties _____
   _____
4. Is your job related to your occupational training at Athens Tech?
   _____ Yes _____ No
5. Length of time on the job
   _____ 1 - 3 months _____ 10 - 12 months
   _____ 4 - 6 months _____ over 12 months
   _____ 7 - 9 months
6. Have you received any promotions since going to work?
   _____
7. Please rate each area of training you had at Athens Tech.

	Need Further Training		Students Rating of Training			
	Yes	No	Excel-lent	Good	Fair	Poor
Typewriting						
Shorthand						
Filing						
Office Procedures						
Business Math						
Duplicating Procedures						
Verbal Communication Skills						
Written Communication Skills						
Accounting						
Telephone Techniques						
Business Machines						
Human Relations						

8. In general, how much help was your occupational training in the following areas:

	MUCH	SOME	LITTLE	NONE
Knowing how to use tools and equipment.				
Knowing what one does in this kind of job.				
Using time and energy productively				
Finding needed job related information.				
Being able to talk to the supervisor about job problems				
Getting along with the customer, being patient and so on. . . .				
Getting along with other workers. .				
Interviewing for a job.				
Handling new or unpleasant situations.				
Applying for a job.				

9. Please mark the following instructional methods in terms of how you learn the best.

	LIKE	DISLIKE	DON'T KNOW
Lecture			
Individualized Instruction			
Group activities			
Project activities			
Demonstrations			
Homework			
Programed texts			
Reading			

10. Was the equipment used in your training program consistent with what you have used on the job?
_____ Yes _____ No (Please explain "NO" answers on comments section)

11. Please rate the resource materials (books, audio-visuals, related magazines, etc.), available to you as a student in your occupational training program.
_____Excellent _____ Good _____ Fair _____ Poor
(Please explain "Fair" and "Poor" ratings under comments section.)

12. Comments and Suggestions for improvement:_____

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

Former Student Program Evaluation

The Former Student Program Evaluation was mailed to 78 former students and returned by 21, a 27 percent response

Program (EXAMPLE) Business Education Year 1977

1. Present status of former students:

Employed	Total	Unemployed	Total
𝍸 𝍸 𝍸 ||	17	||||	4

2. Is the job related to the occupational instruction received:

Yes	Total	No	Total
𝍸 𝍸 𝍸	15	||	2

3. Location of employment:

Service Area	Total	Northeast Georgia	Total	In State of Georgia	Total	Out of State	Total
𝍸 𝍸 ||	12	𝍸	5				

4. Length of time on present job

	1-3 months	4-6 months	7-9 months	10-12 months	over 12 months
	~~HH~~ ~~HH~~ | | |	~~HH~~	| | |	|	
Total	8	5	3	1	

5. Former Students receiving promotions since going to work:

| | | |	Total 4

6. Instructional Methods in terms of how the students learn the best:

	LIKE	DISLIKE	DON'T KNOW
Lecture	~~HH~~ Total 5	| | | | Total 4	Total
Individualized Instruction	Total	Total	Total
Group activities	Total	Total	Total
Project activities	Total	Total	Total
Demonstrations	Total	Total	Total
Homework	Total	Total	Total
Programed texts	Total	Total	Total
Reading	Total	Total	Total

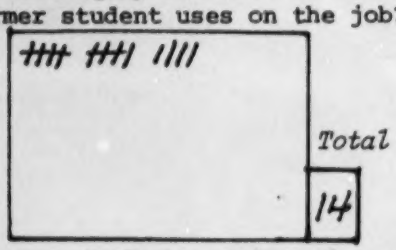
7. Students rating of training at Athens Tech.

	Need Further Training		Students Rating of Training			
	Yes	No	Excellent	Good	Fair	Poor
Typewriting	Total 5	Total 17	Total 13	Total 5	Total 2	Total 1
Shorthand						
Filing						
Office Procedures						
Business Math						
Duplicating Procedures						
Verbal Communication Skills						
Written Communication Skills						
Accounting						
Telephone Techniques						
Business Machines						
Human Relations						

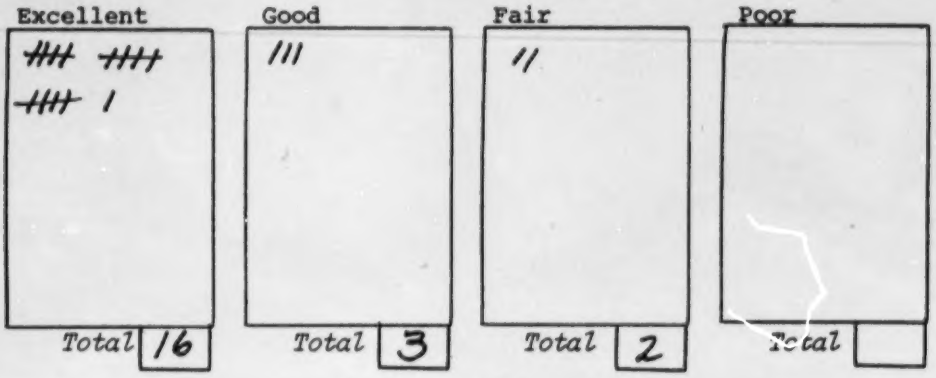
8. In general, how much help was occupational training in the following areas:

	MUCH	SOME	LITTLE	NONE
	(EXAMPLE) ~~HH HH~~	~~HH~~	//	
Knowing how to use tools and equipment				
Total	10	5	2	
Knowing what one does in this kind of job				
Total				
Using time and energy productively				
Total				
Finding needed job related information				
Total				
Being able to talk to the supervisor about job problems				
Total				
Getting along with the customer, being patient and so on				
Total				
Getting along with other workers				
Total				
Interviewing for the job				
Total				
Handling new or unpleasant situations				
Total				
Applying for a job				
Total				

9. Was the equipment used in the training program consistent with what former student uses on the job?



10. Former Students rating of resource materials used in occupational training program.



11. Comments and suggestions for improvements.

Training on memory typewriter needed.

Specialized training, such as legal and medical, needed.

Program Extant Data

Program *(EXAMPLE) Business Education* Year *1977*

	Number	Percentage
Total Enrollment	*179*	
Completions	*76*	*42*
Returning next quarter	*28*	*16*
Withdrawals	*75*	*42*

The extant data shown above are factors to be included in cost analysis. The following formulas for computing cost per placement and cost per student are given as examples:

*Cost per Student

$$\frac{\text{*COST FACTORS}}{\text{***TOTAL ENROLLMENT}}$$

*Cost per Placement

$$\frac{\text{*COST FACTORS}}{\text{****STUDENTS PLACED IN FIELD}}$$

*The following cost factors were used by the developer institution:

--Total Salaries for instructors
--101 Equipment (15 percent of total cost to be depreciated over a 7-year period)
--100 percent of lease equipment and maintenance
--Supply expenditures

***Total Enrollment includes completions, returning next quarter, and withdrawals.

****Students placed in field is the total taken from question 2 of this composite report.

STUDENT FOLLOW-UP

EMPLOYER'S EVALUATION OF FORMER STUDENTS

The information requested on this form is obtained after the former student has had time to get familiar with the job and the employer has had time to observe and evaluate the employee's performance. The developer institution gets this data approximately six months to one year after the former student is employed.

It is suggested that this information be obtained by an on-site visit by the Job Placement specialist or the Institutional Representative. However, if such a visit is not possible, the information could be obtained by mail or telephone.

The instrument collects the following data:

a. Employer or business information

b. Performance Ratings in specific skill areas as well as those in the affective domain

c. Comparison of a former student's performance with that of an employee who was trained on the job or was trained in another program

d. Suggestions for improvements in occupational training program.

The cover letter shown (Sample Document 3) is intended for use only if the instrument is mailed.

STUDENT FOLLOW-UP

EMPLOYER EVALUATION OF FORMER STUDENTS

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTIONS YOU DESIRE NOT TO ANSWER.

Employee _____

Employer _____

Employer's address _____

Employer's telephone _____

Name of Supervisor _____

Job Duties performed by employee _____

_____

1. Length of time employee has been on the job:

_____ 6-8 months _____ 12-14 months _____ over 18 months

_____ 9-11 months _____ 15-18 months

2. Please rate each of the general traits of the employee listed below,

General trait	Excellent	Good	Fair	Poor
INTEGRITY: Trustworthiness, honesty and loyalty				
DEPENDABILITY: Promptness and reliability in attendance				
RESPONSIBILITY: Willingness with which work is accepted and performed				
INITIATIVE: Ability to plan and direct own work				
JUDGMENT: Ability to make sound decisions				
COOPERATION: Ability to work in harmony with others				
LEADERSHIP: Qualities of understanding people and directing others				
ATTITUDES TOWARD WORK: Degree of enthusiasm with which one performs work				
EMOTIONAL STABILITY: Poise and self-control				
COURTESY AND FRIENDLINESS: Shows genuine consideration and kindness toward others				
PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress and grooming.				

3. Please check "Yes" or "No" on need for additional training and rate employee's performance in each skilled category.

Example: Business Education	Needs Additional Training		Employee's Performance in each skilled area			
	YES	NO	Excellent	Good	Fair	Poor
Typewriting						
Shorthand						
Filing						
Office Procedures						
Business Math						
Duplicating Procedures						
Verbal Communication Skills						
Written Communication Skills						
Accounting						
Telephone Techniques						
Business Machines						
Human Relations						
Overall Rating of Skills						

4. Please compare the performance of this employee with the performance of an employee who was trained on the job.

Performance of employee trained at Athens Tech.

_____ Superior
_____ Better
_____ Comparable to but no better than
_____ Poorer

5. Suggestions for improvements in or updating of this particular occupational training program:

_____

_____

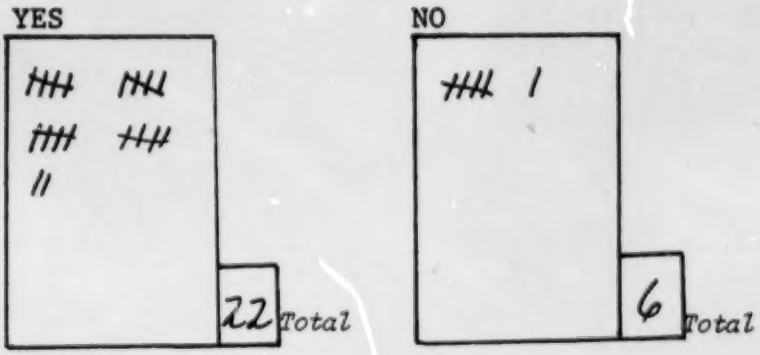
_____

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

EMPLOYER EVALUATION OF FORMER STUDENTS

Program *Business Education* Year *1977*

1. Is job related to occupational training at Athens Tech? (Taken from job duties)



2. Length of time employee has been on present job.

	6-8 months	9-11 months	12-14 months	15-18 months	over 18 months
	8	6	7	5	2
Total					

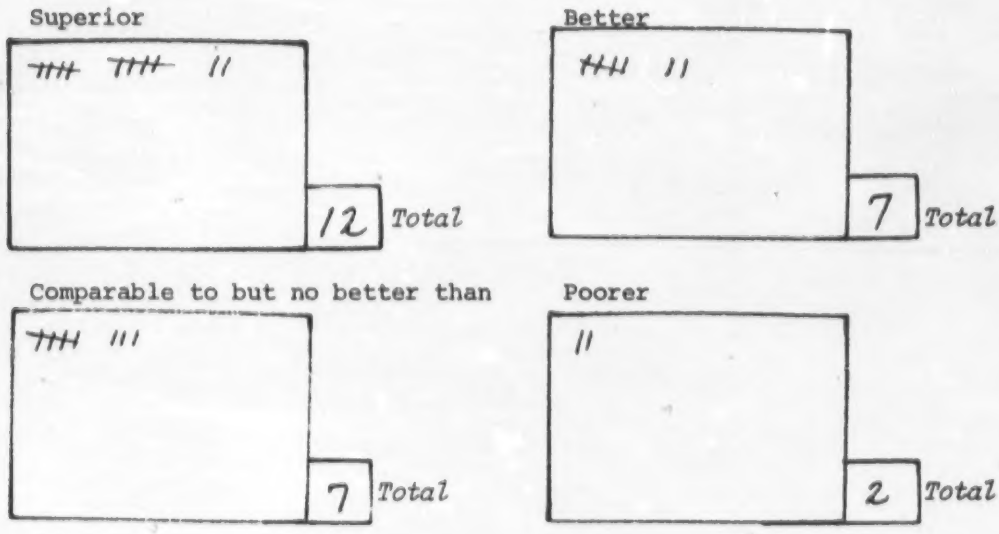
3. Please rate each of the general traits of the employee listed below:

General trait	Excellent	Good	Fair	Poor
INTEGRITY: Trustworthiness, honesty and loyalty	(EXAMPLE) 𝍸 𝍸 || Total 12	𝍸 || Total 7	𝍸 | Total 6	||| Total 3
DEPENDABILITY: Promptness and reliability in attendance				
RESPONSIBILITY: Willingness with which work is accepted and performed				
INITIATIVE: Ability to plan and direct own work				
JUDGMENT: Ability to make sound decisions				
COOPERATION: Ability to work in harmony with others				
LEADERSHIP: Qualities of understanding people and directing others				
ATTITUDES TOWARD WORK: Degree of enthusiasm with which one performs work				
EMOTIONAL STABILITY: Poise and self-control				
COURTESY AND FRIENDLINESS: Shows a genuine consideration and kindness toward others				
PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress and grooming				

4. Employees Performance in Skilled Area:

SKILLS	Needs Additional Training		Students Rating of Training			
	Yes	No	Excellent	Good	Fair	Poor
Typewriting	(EXAMPLE) ~~IIII~~ Total 8	~~IIII IIII~~ ~~IIII IIII~~ Total 20	~~IIII IIII~~ ~~IIII~~ II Total 17	~~IIII~~ II Total 7	III Total 3	I Total 1
Shorthand						
Filing						
Office Procedures						
Business Math						
Duplicating Procedures						
Verbal Communication Skills						
Written Communication Skills						
Accounting						
Telephone Techniques						
Business Machines						
Human Relations						
Overall Rating of Skills						

5. Comparison of performance of Athens Tech trained employee with on-the-job trained employee:



6. Suggestions for improvements in or updating of this particular occupational training program:

More experience with and exposure to typing rough drafts.

More experience needed in handling telephone calls for the employer.

More grooming and personality development training needed.

More opportunities to use and guidance with decision making skills.

STUDENT FOLLOW-UP

THREE AND/OR FIVE-YEAR FOLLOW-UP

This form was designed to gather information from program completers who have been employed in the occupational field. It is intended to gather occupational training needs and salary rather than assess the institution's training program.

It is suggested that this instrument be mailed once each three years for a three-year follow-up and once each five years for a five-year follow-up. An appropriate cover letter (Sample Document 4) should accompany the follow-up form. This instrument collects the following follow-up data:

a. Career patterns and present employment information

b. Occupational trends and salaries

c. Reasons for out-of-field employment

STUDENT FOLLOW-UP

Three and/or Five Years

YOUR RESPONSES TO THESE QUESTIONS WILL BE TREATED AS CONFIDENTIAL INFORMATION. YOUR ANSWERS WILL ONLY BE PART OF A COMPOSITE REPORT IN WHICH INDIVIDUAL REPLIES ARE NOT IDENTIFIED. YOU MAY LEAVE BLANK ANY QUESTION THAT YOU DESIRE NOT TO ANSWER.

Name _____

Address _____

Program _____

1. Are you employed at the same place you began working after completing Athens Tech?

_____ Yes _____ No

If no, how many times have you changed jobs?

_____ 1 _____ 3 _____ 5

_____ 2 _____ 4 _____ more than 5

If you have changed jobs, indicate reasons for doing so.

_____ Better pay
_____ Better benefits
_____ More advancement opportunities
_____ Nearer to home
_____ Personality conflicts
_____ Employer did not live up to promises
_____ Fired
_____ Better working conditions
_____ Other (Specify) _____

2, Have you received any promotions?

_____ Yes _____ No

3. Please check beginning and present salary range.

BEGINNING		PRESENT	
_____	Under $75	_____	Under $75
_____	$75 to $100	_____	$75 to $100
_____	$101 to $125	_____	$101 to $125
_____	$126 to $150	_____	$126 to $150
_____	$151 to $175	_____	$151 to $175
_____	$176 to $200	_____	$176 to $200
_____	$201 to $250	_____	$201 to $250
_____	$251 or more	_____	$251 or more

4. Present job title _____

Job Duties _____

_____

5. Are you employed on a job related to the training you had at Athens Tech?

_____ Yes _____ No

If no, please check reason.

_____ The training was not a good choice. I didn't know enough about my interests and abilities.
_____ I didn't know enough about the kinds of occupations in which I might get a job.
_____ I didn't know what the job was really like.
_____ Few jobs available in this field
_____ I needed more training and couldn't get it .
_____ I couldn't earn enough money.
_____ Other (Specify) _____

How do you feel about your job?

_____ It's awful.
_____ Not what I'd hoped to have.
_____ It's OK.
_____ I like it.
_____ I like it very much.

6. Have the job requirements changed for the occupation you were trained for at Athens Tech?

_____ Yes _____ No

Please make recommendations concerning requirements of your job and trends that would affect the occupational curriculum and training program.

_____
_____
_____

7. Other Comments: _____
_____
_____

STUDENT FOLLOW-UP TALLY INSTRUMENT AND COMPOSITE REPORT

Three and/or Five Years

The "Three and/or Five Years" instrument was mailed to *115* former students and returned by *22*, a *19* percent response.

Program *(EXAMPLE) Business Education* Year *1977*

1. Is former student employed at the same place he/she began working after completing Athens Tech?

Yes	Total	No	Total
𝍸 ||	7	𝍸 𝍸 ||	12

If no, how many times has former student changed jobs?

	1	2	3	4	5	6
	𝍸 |	||||	||			
Total	6	4	2			

If former student changed jobs, reasons for doing so:

	Better pay	Better benefits	Advancement Opportunities	Nearer home	Personality Conflict	Employer did not do what promised	Fired	Better working conditions	Other (Explain on last page)
	𝍸		||	|	|	|	||		
Total	5		2	1	1	1	2		

2. Has former student received any promotions?

Yes	Total	No	Total
𝍸 𝍸 |	11	𝍸 𝍸 |	11

3. Beginning salary range:

	under $75	$ 75 to $100	$101 to $125	$126 to $150	$151 to $175	$176 to $200	$201 to $250	$250 or more
			𝍸 𝍸 //	𝍸 //	///			
Total			12	7	3			

Present salary range:

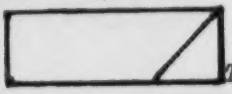
	under $75	$ 75 to $100	$101 to $125	$126 to $150	$151 to $175	$176 to $200	$201 to $250	$250 or more
				𝍸 ///	𝍸 𝍸	////		
Total				8	10	4		

4. Is former student employed on a job related to the training he/she had at Athens Tech?

YES 𝍸 𝍸 𝍸 /// — 18 Total

NO //// — 4 Total

5. Reason former student is not working on a job related to the training he/she had at Athens Tech.


The training was not a good choice.
Total

Former student didn't know enough about the kinds of occupations in which he/she might get a job.

Former student didn't know what the job was really like.

Few jobs available in this field.

Former student needed more training and couldn't get it.

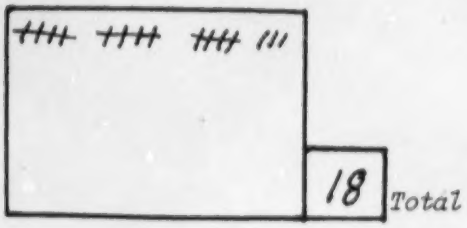
Former student couldn't earn enough money.

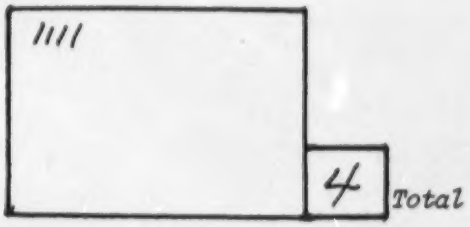
Other (Specify)_____
_____
_____
_____
_____
_____

6. Feelings about the job:

It's awful	Not what I'd hoped to have	It's OK	I like it	I like it very much
	/	///	++++ /	++++ ++++ //
	1	3	6	12

7. Have the job requirements changed for the occupation the student was trained for at Athens Tech?

YES 

NO 

8. Other comments and recommendations:

Training on memory typewriters needed.

Switchboard operation training needed.

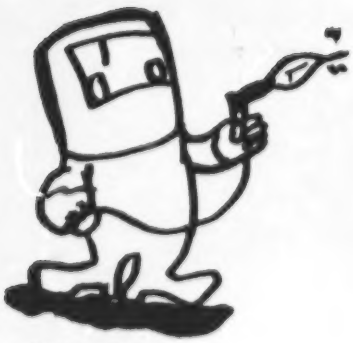
More specialized training, such as legal and medical, needed.

Sample Document 15

Sample Cartoons to Highlight Questionnaires Designed For Specific Occupational Fields

CHILD DEVELOPMENT

BUSINESS EDUCATION



WELDING

MACHINE TOOL TECHNOLOGY

MARKETING AND MANAGEMENT

FOOD SERVICE